

Harbison West Elementary

257 Crossbow Drive
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	504 Students	
Principal	Franklin Foster	803-732-8375
Superintendent	Mr. TEC Dowling	803-732-8000
Board Chair	Paula Hite	803-749-1387

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	46	44	4	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

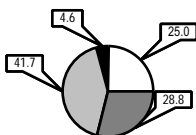
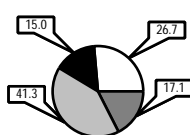
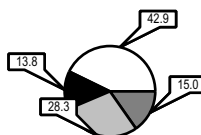
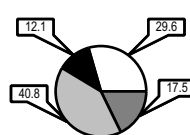
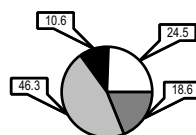
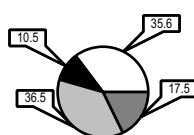
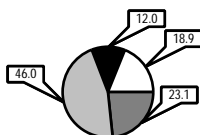
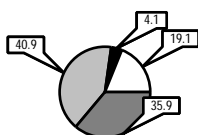
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	279	99.6	24.7	41.8	28.9	4.6	42.7	Yes	Yes
Gender									
Male	132	99.2	27.9	44.1	24.3	3.6	41.4		
Female	147	100.0	21.9	39.8	32.8	5.5	43.8		
Racial/Ethnic Group									
White	84	100.0	9.3	37.3	42.7	10.7	69.3	Yes	Yes
African American	176	99.4	33.6	42.3	22.8	1.3	30.2	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	225	100.0	16.6	44.0	33.7	5.7	49.2		
Disabled	54	98.2	58.7	32.6	8.7	0.0	15.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	279	99.6	24.7	41.8	28.9	4.6	42.7		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	99.6	24.6	41.9	28.8	4.7	42.8		
Socio-Economic Status									
Subsidized meals	168	99.4	33.3	45.4	19.9	1.4	27.0	Yes	Yes
Full-pay meals	111	100.0	12.2	36.7	41.8	9.2	65.3		

Mathematics – State Performance Objective = 36.7%									
All Students	279	100.0	26.7	41.3	17.1	15.0	46.3	Yes	Yes
Gender									
Male	132	100.0	27.7	41.1	15.2	16.1	44.6		
Female	147	100.0	25.8	41.4	18.8	14.1	47.7		
Racial/Ethnic Group									
White	84	100.0	13.3	28.0	32.0	26.7	70.7	Yes	Yes
African American	176	100.0	34.7	47.3	10.7	7.3	33.3	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	225	100.0	16.1	45.6	20.2	18.1	54.4		
Disabled	54	100.0	70.2	23.4	4.3	2.1	12.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	279	100.0	26.7	41.3	17.1	15.0	46.3		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	100.0	26.6	41.4	17.3	14.8	46.4		
Socio-Economic Status									
Subsidized meals	168	100.0	35.2	50.0	9.9	4.9	31.0	Yes	Yes
Full-pay meals	111	100.0	14.3	28.6	27.6	29.6	68.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	279	100.0	42.9	28.3	15.0	13.8	28.8
Gender							
Male	132	100.0	46.4	27.7	12.5	13.4	25.9
Female	147	100.0	39.8	28.9	17.2	14.1	31.3
Racial/Ethnic Group							
White	84	100.0	21.3	24.0	24.0	30.7	54.7
African American	176	100.0	54.7	30.7	10.0	4.7	14.7
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	225	100.0	34.7	32.1	16.6	16.6	33.2
Disabled	54	100.0	76.6	12.8	8.5	2.1	10.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	42.9	28.3	15.0	13.8	28.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	100.0	42.6	28.7	15.2	13.5	28.7
Socio-Economic Status							
Subsidized meals	168	100.0	58.5	26.1	10.6	4.9	15.5
Full-pay meals	111	100.0	20.4	31.6	21.4	26.5	48.0

Social Studies							
All Students	279	99.6	29.3	41.0	17.6	12.1	29.7
Gender							
Male	132	99.2	31.5	37.8	17.1	13.5	30.6
Female	147	100.0	27.3	43.8	18.0	10.9	28.9
Racial/Ethnic Group							
White	84	100.0	16.0	32.0	28.0	24.0	52.0
African American	176	99.4	38.3	43.6	11.4	6.7	18.1
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	225	99.6	20.8	43.8	20.8	14.6	35.4
Disabled	54	100.0	63.8	29.8	4.3	2.1	6.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	99.6	29.3	41.0	17.6	12.1	29.7
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	99.6	29.2	41.1	17.4	12.3	29.7
Socio-Economic Status							
Subsidized meals	168	99.4	41.8	42.6	10.6	5.0	15.6
Full-pay meals	111	100.0	11.2	38.8	27.6	22.4	50.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	81	100.0	10.4	31.2	41.6	16.9	58.4
	4	109	98.2	25.5	36.7	35.7	2.0	37.8
	5	110	99.1	22.3	38.8	35.0	3.9	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	12.3	33.8	46.2	7.7	53.8
	4	88	98.9	26.7	44.0	26.7	2.7	29.3
	5	115	100.0	32.0	44.3	19.6	4.1	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	81	100.0	22.1	36.4	19.5	22.1	41.6
	4	109	100.0	28.0	45.0	17.0	10.0	27.0
	5	110	100.0	13.5	47.1	10.6	28.8	39.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	20.0	52.3	18.5	9.2	27.7
	4	88	100.0	32.9	27.6	19.7	19.7	39.5
	5	115	100.0	25.8	44.3	14.4	15.5	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	76	100.0	41.5	30.8	21.5	6.2	27.7
	4	88	100.0	42.1	32.9	14.5	10.5	25.0
	5	115	100.0	43.3	23.7	11.3	21.6	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	76	98.7	26.6	37.5	17.2	18.8	35.9
	4	88	100.0	28.9	48.7	17.1	5.3	22.4
	5	115	100.0	29.9	38.1	18.6	13.4	32.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 504)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	No change	3.2%	3.0%
Attendance rate	96.5%	Down from 96.7%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%	Up from 7.5%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.2%	Up from 7.7%	3.6%	3.2%
Eligible for gifted and talented	15.6%	Down from 22.6%	13.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Up from 9.2%	9.2%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	61.1%	Up from 55.6%	53.8%	52.6%
Continuing contract teachers	85.2%	Down from 92.6%	85.2%	83.3%
Highly qualified teachers	94.0%	Down from 97.8%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	81.3%	Down from 83.6%	88.0%	87.0%
Teacher attendance rate	94.0%	Down from 94.5%	95.1%	95.0%
Average teacher salary	\$43,837	Up 4.0%	\$41,754	\$41,703
Prof. development days/teacher	12.7 days	Down from 14.8 days	12.9 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 89.6%	89.8%	89.8%
Dollars spent per pupil*	\$8,692	Up 11.0%	\$6,164	\$6,242
Percent of expenditures for teacher salaries*	64.0%	Down from 65.3%	65.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	87.9%	Down from 96.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year was another exceptional one for Harbison West Elementary School and Lexington/Richland School District Five. Our students and staff gave their best in every effort.

We are pleased with the direction of our school. Our school's administration has placed the best interest of all students first and has not wavered. Because of this, our community has jelled together in support of HWES. With this, we know that the best will continue to come.

Your support of our desire to become authorized as an International Baccalaureate (IB) Primary Years Programme School has been strong. We earnestly believe and have found proof of the success of this program at the elementary level. Our students deserve the best approach to instruction that exists. Over the past few years, as we began some implementation of the IB program, our students have really blossomed into inquiring, thinking, communicating, reflecting, knowledgeable, well-balanced, open-minded, principled and caring young people. We are extremely proud of this.

Again, thank you for all you do to make Harbison West Elementary School a fantastic school. I thank you for the support you provided while I served as principal of this fine school. I wish you and your child the very best. I have enjoyed my tenure as your principal. You taught me well and gave me strength. Your children made each day a joy. I will never forget them.

We are proud to be your school's Principal and School Improvement Council Chairperson.

Secaida D. Howell, Ph.D., Principal and Gail B. Jabber, Esq., SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	102	31
Percent satisfied with learning environment	71.4%	88.2%	76.7%
Percent satisfied with social and physical environment	71.4%	76.5%	73.3%
Percent satisfied with school-home relations	61.9%	90.2%	70.0%

*Only students at the highest elementary school grade level at this school and their parents were included.